



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)
ID: 10881286
District: Lewiston School Department
School: Governor James B Longley Elem

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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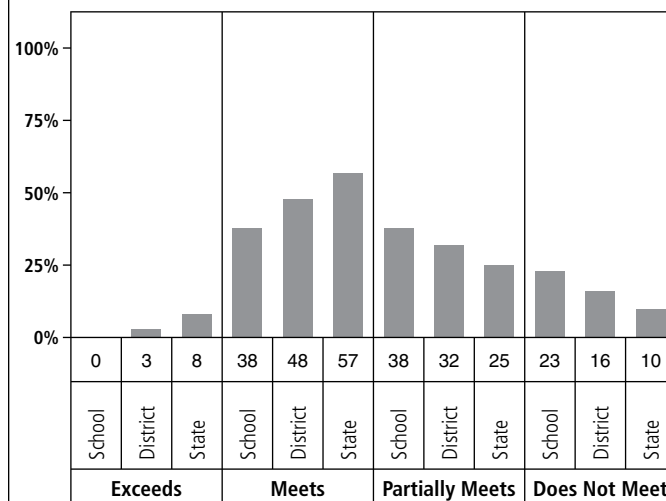
SUMMARY OF SCORES

Date: March 2007
 Grade: 6
 District: Lewiston School Department
 School: Governor James B Longley Elem

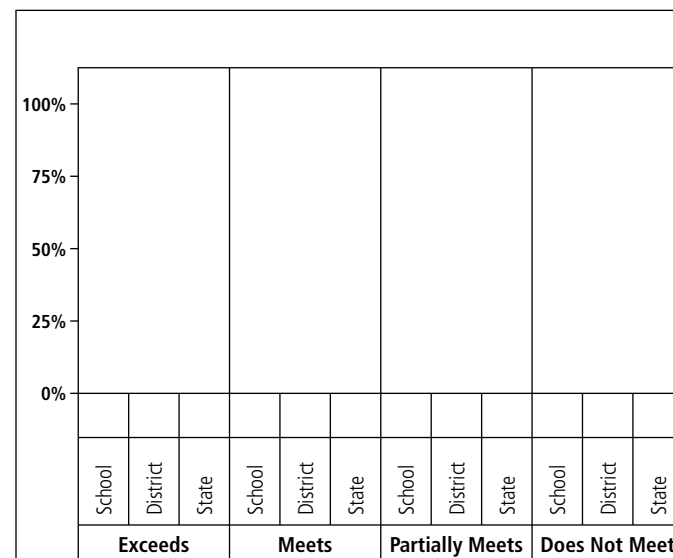
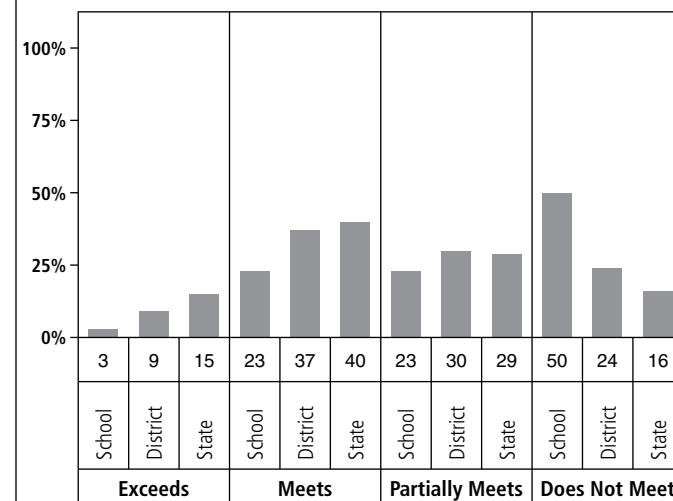
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	634 636 635	641 641 641	644 646 645
Mathematics 2005–2006 2006–2007 Cum. Avg. *	623 627 625	636 638 637	641 643 642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 6
 District: Lewiston School Department
 School: Governor James B Longley Elem

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
								ELA-Reading						Mathematics																					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		30	100	367	100	14621	100	27	90	364	99	14494	99	30	100	366	100	14498	99																
Ethnicity	African American	16	53	79	22	358	2	14	88	77	97	351	98	16	100	78	99	355	99																
	American Indian/Native Alaskan	0	0	2	1	106	1	0	0	2	100	105	99	0	0	2	100	106	100																
	Asian/Pacific Islander	0	0	3	1	214	1	0	0	3	100	212	99	0	0	3	100	213	100																
	Hispanic	1	3	8	2	164	1	1	100	8	100	160	99	1	100	8	100	159	98																
	White	13	43	275	75	13776	94	12	92	274	100	13665	99	13	100	275	100	13664	99																
	Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33																
Identified disability		2	7	63	17	2570	18	2	100	63	100	2519	99	2	100	63	100	2521	99																
Current LEP		10	33	62	17	292	2	8	80	60	97	284	97	10	100	61	98	290	99																
Economically disadvantaged		29	97	230	63	5456	37	26	90	227	99	5389	99	29	100	229	100	5391	99																
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100																

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	19	63	271	74	11904	81	19	63	272	74	11926	82												
Identified disability (PET/IEP)	0	0	7	3	471	4	0	0	8	3	491	4												
LEP	2	11	30	11	159	1	2	11	30	11	165	1												
504 plan	0	0	5	2	162	1	0	0	5	2	164	1												
Participation with accommodations	7	23	86	23	2382	16	11	37	89	24	2380	16												
Identified disability (PET/IEP)	2	29	51	59	1855	78	2	18	50	56	1843	77												
LEP	5	71	28	33	110	5	8	73	31	35	120	5												
504 plan	0	0	1	1	58	2	0	0	1	1	56	2												
Other	0	0	8	9	389	16	1	9	9	10	390	16												
Participation through alternate assessment (PAAP)	0	0	5	1	198	1	0	0	5	1	192	1												
Identified disability (PET/IEP)	0	0	5	100	193	97	0	0	5	100	187	97												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	1	3	2	1	10	0																		
Approved non-participation – special consideration	0	0	0	0	22	0	0	0	0	0	22	0												
Non-participation – other	3	10	3	1	105	1	0	0	1	0	101	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 6
District: Lewiston School Department
School: Governor James B Longley Elem

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006 2006-2007 Cum. Avg.	2	7	23	6	1176	8
		0	0	11	3	1132	8
		1	4	17	5	1154	8
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006 2006-2007 Cum. Avg.	8	30	161	45	7612	51
		10	38	172	48	8127	57
		9	33	167	47	7870	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006 2006-2007 Cum. Avg.	5	19	92	26	4080	27
		10	38	116	32	3549	25
		8	30	104	29	3815	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006 2006-2007 Cum. Avg.	12	44	79	22	2005	13
		6	23	58	16	1478	10
		9	33	69	19	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	27.0	48.2	30.6	54.6	33.8	60.4
Literary Text	28	50	12.6	45.0	14.3	51.1	16.0	57.1
Informational Text	28	50	14.4	51.4	16.3	58.2	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Lewiston School Department
 School: Governor James B Longley Elem

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	26	0	0	10	38	10	38	6	23	636	357	3	48	32	16	641	14286	8	57	25	10	646
Ethnicity																						
African American	13	0	0	4	31	3	23	6	46	628	75	1	33	28	37	633	339	2	46	25	26	639
American Indian/Native Alaskan	0										2						104	4	42	30	24	640
Asian/Pacific Islander	0										3						208	9	54	26	11	647
Hispanic	1										8	0	63	13	25	639	159	6	50	26	18	643
White	12	0	0	6	50	6	50	0	0	644	269	4	51	35	10	643	13475	8	57	25	10	646
Not Reported	0										0						1					
Identified disability																						
Yes	2										58	0	19	41	40	631	2326	1	25	39	35	635
No	24	0	0	10	42	9	38	5	21	636	299	4	54	31	12	643	11960	9	63	22	6	648
Limited English proficient students																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	7	0	0	0	0	2	29	5	71	615	58	0	26	29	45	630	268	1	32	33	34	635
Economically disadvantaged																						
Yes	25	0	0	9	36	10	40	6	24	635	221	1	39	38	22	637	5269	3	46	33	17	641
No	1										136	6	63	24	7	647	9017	11	63	20	6	649
Migrant																						
Yes	0										0						8	0	63	13	25	641
No	26	0	0	10	38	10	38	6	23	636	357	3	48	32	16	641	14278	8	57	25	10	646
Gender																						
Female	9	0	0	5	56	1	11	3	33	633	166	5	55	27	14	643	6997	11	60	21	8	648
Male	17	0	0	5	29	9	53	3	18	637	191	2	42	38	18	639	7288	5	54	28	12	644
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	11	0	0	2	18	4	36	5	45	625	63	2	30	35	33	633	1187	3	35	42	20	639
No	15	0	0	8	53	6	40	1	7	643	294	3	52	32	13	643	13099	8	59	23	9	647
Gifted/talented program																						
Yes	1										20	25	65	10	0	657	489	35	61	4	0	659
No	25	0	0	9	36	10	40	6	24	635	337	2	47	34	17	640	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 6
 District: Lewiston School Department
 School: Governor James B Longley Elem

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 50 35 12	0 0 0 0	0 0 0 0	0 6 4 0	0 46 44 0	0 6 4 0	0 46 44 0	1 1 1 3	100 8 11 100	604 640 638 620	4 55 37 5	0 3 3 6	21 53 47 25	21 28 40 31	57 15 9 38	628 642 642 636	5 60 32 3	4 8 9 6	40 58 59 47	30 24 25 28	26 10 7 19	639 646 647 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	42 38 8 12	0 0 0 0	0 0 0 0	4 5 0 1	36 50 0 33	6 3 1 0	55 30 50 0	1 2 1 2	9 20 50 67	639 641 618 619	45 43 8 4	6 1 0 0	54 50 30 8	28 37 30 38	12 12 41 54	644 641 631 624	39 49 9 3	11 7 5 2	62 57 42 29	21 27 31 30	6 9 21 39	648 646 641 634
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	31 42 27 0	0 0 0 0	0 0 0 0	4 3 3 3	50 27 43 0	1 7 2 0	13 64 29 0	3 1 2 0	38 9 29 0	630 637 639 0	28 51 19 2	9 1 0 0	53 50 39 25	13 39 45 25	24 10 15 50	642 642 639 628	27 55 16 2	16 6 1 1	63 60 43 24	14 26 37 46	7 9 18 30	651 646 640 635
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	8 69 23	0 0 0	0 0 0	0 7 3	0 39 50	0 8 2	0 44 33	2 3 1	100 17 17	622 636 637	14 69 17	0 4 3	27 51 58	29 35 22	45 10 17	631 643 643	14 65 21	6 8 9	48 59 58	26 25 24	20 8 9	642 647 646
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 42 50	0 0 0	0 0 0	0 3 7	0 30 58	0 6 4	0 60 33	2 1 1	100 10 8	612 638 643	10 54 36	0 2 6	21 47 60	30 39 22	48 12 12	628 641 645	7 49 44	2 5 12	30 55 64	36 29 18	33 10 6	636 645 649
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	56 28 16	0 0 0	0 0 0	4 5 1	29 71 25	7 2 0	50 29 0	3 0 3	21 0 75	635 647 618	50 45 5	3 4 0	43 58 21	36 28 32	18 10 47	640 644 628	46 50 3	7 9 3	56 60 39	26 24 33	11 8 26	645 647 639
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 35 15 31	0 0 0 0	0 0 0 0	3 0 2 5	60 0 50 63	0 0 0 3	0 78 0 38	2 2 2 0	40 22 50 0	630 631 632 646	20 61 8 11	3 4 0 0	57 47 38 49	28 36 38 19	13 13 24 32	644 642 636 637	18 51 13 18	12 9 5 2	61 60 53 47	19 23 28 34	8 7 14 17	649 647 644 641
Optional school/district question A. B. C. D.	0 0 0 0										20 20 20 40	0 0 0 0	50 50 0 25	50 0 50 25	0 50 50 50	645 630 624 627						

MATHEMATICS RESULTS

Date: March 2007
Grade: 6
District: Lewiston School Department
School: Governor James B Longley Elem

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	7	31	9	1463	10
	2006-2007	1	3	31	9	2092	15
	Cum. Avg.	2	7	31	9	1778	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	3	11	136	38	5914	40
	2006-2007	7	23	132	37	5731	40
	Cum. Avg.	5	17	134	37	5823	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	6	22	84	23	4494	30
	2006-2007	7	23	110	30	4175	29
	Cum. Avg.	7	23	97	27	4335	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	16	59	110	30	3014	20
	2006-2007	15	50	88	24	2308	16
	Cum. Avg.	16	53	99	27	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	4.7	26.1	7.2	40.0	8.3	46.1
Cluster 2: Shape and Size	14	25	4.9	35.0	5.7	40.7	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	4.0	50.0	5.3	66.3	5.6	70.0
Cluster 4: Patterns	16	29	8.1	50.6	10.0	62.5	10.8	67.5

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Lewiston School Department
 School: Governor James B Longley Elem

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	1	3	7	23	7	23	15	50	627	361	9	37	30	24	638	14306	15	40	29	16	643
Ethnicity																						
African American	16	0	0	3	19	3	19	10	63	622	78	3	24	24	49	627	350	4	29	32	35	633
American Indian/Native Alaskan	0										2						105	7	22	37	34	634
Asian/Pacific Islander	0										3						211	24	37	27	12	648
Hispanic	1										8	13	38	38	13	644	158	11	36	30	23	640
White	13	1	8	4	31	3	23	5	38	633	270	10	39	32	18	641	13481	15	41	29	15	644
Not Reported	0										0						1					
Identified disability																						
Yes	2										58	0	10	40	50	625	2334	3	18	32	47	628
No	28	1	4	7	25	6	21	14	50	628	303	10	42	29	19	641	11972	17	44	29	10	646
Limited English proficient students																						
Current LEP in first year	1										1						10	0	20	20	60	627
Current LEP beyond first year	9	0	0	0	0	1	11	8	89	610	60	2	18	25	55	623	275	5	24	29	41	631
Economically disadvantaged																						
Yes	29	1	3	6	21	7	24	15	52	626	225	5	26	32	36	632	5282	7	32	36	26	637
No	1										136	14	54	27	5	648	9024	19	45	25	10	647
Migrant																						
Yes	0										0						8	13	50	13	25	639
No	30	1	3	7	23	7	23	15	50	627	361	9	37	30	24	638	14298	15	40	29	16	643
Gender																						
Female	11	1	9	2	18	2	18	6	55	625	168	8	39	30	23	639	7004	14	41	30	15	644
Male	19	0	0	5	26	5	26	9	47	629	193	9	35	31	25	638	7301	15	39	29	17	643
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	15	0	0	0	0	2	13	13	87	611	67	1	18	34	46	626	1196	3	24	43	30	634
No	15	1	7	7	47	5	33	2	13	643	294	10	41	30	19	641	13110	16	42	28	15	644
Gifted/talented program																						
Yes	1										20	45	55	0	0	662	489	59	37	4	1	664
No	29	1	3	6	21	7	24	15	52	627	341	6	35	32	26	637	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 6
 District: Lewiston School Department
 School: Governor James B Longley Elem

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	7 47 30 17	0 1 0 0	0 7 0 0	0 3 4 0	0 21 44 0	0 4 2 1	0 29 22 20	2 6 3 4	100 43 33 80	606 632 633 612	4 55 36 5	7 9 9 6	13 38 39 22	7 31 35 22	73 22 17 50	618 639 641 629	5 60 32 3	11 15 15 12	29 41 41 34	25 29 30 31	35 15 13 23	635 644 644 639
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	60 20 7 13	0 0 0 1	0 0 0 25	5 2 0 0	28 33 0 0	3 3 1 0	17 50 50 0	10 1 1 3	56 17 50 75	627 638 616 620	56 32 8 4	12 6 0 8	42 37 11 8	27 39 33 15	21 17 56 69	641 640 622 619	47 42 9 2	19 12 7 5	44 39 27 14	26 32 36 24	11 17 30 57	647 642 635 625
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	28 55 14 3	0 1 0 0	0 6 0 0	1 4 2 0	13 25 50 0	3 4 0 0	38 25 0 0	4 7 2 1	50 44 50 100	623 631 628 606	32 46 20 3	17 7 1 0	41 40 26 11	19 32 47 44	23 21 26 44	642 639 633 623	28 50 19 3	31 11 3 2	45 44 28 16	16 31 43 41	8 14 27 41	652 643 635 629
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	28 62 10	0 0 1	0 0 33	0 7 0	0 39 0	2 4 1	25 22 33	6 7 1	75 39 33	618 631 634	28 60 12	6 8 19	20 44 37	39 30 19	35 18 26	632 641 641	23 62 15	7 14 30	35 43 40	34 30 21	25 14 10	638 644 651
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	55 41 3	0 1 0	0 8 0	3 4 0	19 33 0	7 0 0	44 0 0	6 7 1	38 58 100	630 627 610	53 43 4	8 11 0	33 43 23	36 25 23	23 21 54	638 641 623	47 49 3	13 17 13	40 41 30	31 28 27	17 14 30	643 645 638
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	20 3 47 30	1 0 0 0	17 0 0 0	0 0 4 3	0 0 29 33	0 1 2 4	0 100 14 44	5 0 8 2	83 0 57 22	618 632 625 637	14 31 38 17	10 7 7 13	27 31 45 37	29 42 24 28	33 19 24 22	634 638 639 641	16 35 38 12	11 14 16 15	34 41 43 36	34 29 28 29	22 15 13 20	640 644 645 642
Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	10 20 20 50	0 0 0 1	0 0 0 7	0 2 2 3	0 33 33 20	0 1 0 6	0 17 0 40	3 3 4 5	100 50 67 33	603 628 624 633	8 43 26 24	4 9 9 10	19 42 37 33	33 33 25 32	44 17 29 25	628 641 638 638	11 40 25 24	15 15 40 13	36 42 40 40	30 28 30 30	19 15 14 18	642 644 644 642
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	10 40 30 20	0 0 0 1	0 0 0 17	0 3 4 0	0 25 44 0	0 2 3 2	0 17 33 33	3 7 2 3	100 58 22 50	606 625 638 626	7 40 35 19	8 8 7 14	21 36 41 39	8 35 33 26	63 21 20 21	627 638 640 641	7 37 42 14	10 12 17 17	30 39 43 40	28 32 27 28	32 17 12 14	636 642 646 645
Optional school/district question A. B. C. D.	0 0 0 0										20 20 20 40	50 50 0 0	0 0 0 25	0 0 0 25	50 50 100 50	649 634 613 619						